AP U.S. History, Semester 1
Unit Quiz: The Early Republic
Instructor's Version B

Answers: Multiple-Choice Questions

1.	D	**16.**	D
2.	D	**17.**	A
3.	C	**18.**	A
4.	B	**19.**	B
5.	A	**20.**	D
6.	B	**21.**	C
7.	D	**22.**	B
8.	D	**23.**	B
9.	E	**24.**	D
10.	B	**25.**	D
11.	C	**26.**	B
12.	C	**27.**	C
13.	B	**28.**	B
14.	B	**29.**	B
15.	A	**30.**	B

Answers: Essay Questions

(Students respond to one of two questions.)

Question 1:

Analyze the development of judicial nationalism in the early republic.

Key Points

- The Supreme Court upheld the supremacy of the federal government during the period thus enhancing American nationalism on several levels. Judicial nationalism refers specifically to the tenure of Chief Justice John Marshall from 1801-1835.
- The Judiciary Act of 1789 organized the Supreme Court but failed to define its authority explicitly. In fact, the Supreme Court ruling in *Chisholm v. Georgia* (1793) in which the Court ruled in favor to two South Carolina residents who had sued Georgia for confiscated property prompted ratification of the Eleventh Amendment that held that no state could be sued by citizens of another state. This nationalist ruling by the Court seemed to threaten the sovereignty of the states.
- In the political struggle between Federalists and Republicans, it was the Federalists who shaped the judiciary. Marshall was appointed to office in the final days of the Adams' Presidency. While the Judiciary Act of 1801 was repealed, Jefferson did not attempt to remove Marshall who ultimately used the Court to institutionalize Federalist notions of the supremacy of the federal government and the importance of commercial and industrial interests in the development of the nation.

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- *Marbury v. Madison* (1803) and *Fletcher v. Peck* (1810) defined the Court's power of judicial review of the constitutionality of federal and state laws. In later cases the Court held that its power of judicial review was required to maintain the Constitution, federal laws, and treaties as the supreme law of the land.
- *McCulloch v. Maryland* (1819) confirmed the supremacy of the federal government and tied nationalism to the commercial interests of the nation. With regard to the former, Marshall argued, "the Constitution and the laws thereof are supreme" further noting that the states do not control federal laws. With regard to the later, Marshall argued that the Constitution permitted the charter of the Second Bank of the United States under the necessary and proper clause. This was the Federalist view espoused earlier by Alexander Hamilton.
- *Dartmouth College v. Woodward* (1819) limited a state's power over contracts thus paving the way for later business organization.
- *Gibbons v. Ogden* (1824) confirmed the federal government's power to regulate interstate commerce by voiding a state's ability to grant a monopoly.

Scoring Rubric

The question is worth 40 points. There are five scoring ranges.

36-40 points – Excellent

The student's answer must have a strong clear theses that identifies judicial nationalism and makes an argument about how it developed in the early republic. Essays in this range should specifically mention the *Marbury*, *McCulloch*, *Dartmouth*, and *Gibbons* decisions. Sophisticated answer will note the connection between judicial and economic nationalism. The essay should include high quality writing and logical patterns of organization in which the student uses all but one of the major points from the list above as evidence to support the thesis. The student's response must prioritize the evidence indicating which points are the most important. The answer may contain minor errors.

32-35 points – Very Good

The student's answer must have a thesis that identifies judicial nationalism and makes an argument about how it developed in the early republic. The student may omit one of the Court decisions listed in the range above and may not recognize the connection between judicial and economic nationalism. The essay should be well written and demonstrate logical patterns of organization in which the student uses many of the points from the list above as evidence to support the thesis. The student's response should also demonstrate an attempt to prioritize the evidence. The answer may contain minor errors.

28-31 points – Adequate

The student's answer should attempt to make an argument although the thesis may not be clearly defined or may be flawed. Judicial nationalism may be vaguely defined and the student may not clearly explain the significance of the Court's decisions. The essay should include some of the points from the list above. The student's response may fail to prioritize the major points.

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24-27 points – Flawed

The student's answer has serious weaknesses. The essay demonstrates little understanding judicial nationalism or it development in the early republic. The thesis argument is weak or may not be clearly identifiable. The essay includes few of the points from the list above and fails to prioritize the points that are included.

20-23 points – Severely Flawed

The student's answer makes no attempt to identify judicial nationalism or analyze its development in the early republic.. The essay includes few, if any, of the points from the list above.

Question 2:

2. Analyze the development of economic nationalism following the War of 1812.

- Economic nationalism is the idea that the national economy required a balance of commercial, manufacturing, and agricultural interests. Americans looked to the federal government to foster an economy in which farmers, merchants, and manufacturers from different regions of the country could prosper.
- Economic nationalism following the War of 1812 represents the Republican embrace of the Federalist program for economic development. Madison, who had for the most part opposed Alexander Hamilton's financial plan, reversed his position after the war.
- The source of postwar economic prosperity, and thus economic nationalism is ironically found in the Embargo Act of 1807. Some merchants prospered during the embargo, but many shifted their economic efforts to manufacturing. American textile industry grew in the absence of cheaper imports.
- The embargo and the war effort spurred other manufacturing interests and encouraged investment in domestic industry.
- Financial problems during the war were exacerbated by the absence of a central bank that would support a strong national currency, float loans to state banks, or organize the orderly transfer of funds. Rising commercial interests prompted Madison and the Republicans to support the Second Band of the United States chartered by Congress in 1816. While many past opponents of the national bank, Henry Clay for example, now moved to support the bank; New England Federalists opposed its charter.
- The shift to manufacturing resulting from the embargo and the war effort, increased support for protective tariffs. After the war, American markets were flooded with cheap British goods suppressing American manufacturing efforts. The Tariff of 1816 levied taxes on woolens, cottons, iron, leather, hats, paper, and sugar. While some southerners supported the tariff the majority did not and economic nationalism soon gave way to sectional differences.
- Transportation improvements were required infrastructure in an expanding economy. John Calhoun noted the roads and canals "bind the republic together" Jefferson began transportation improvements with the National Road in 1811. Transportation remained a local concern as Madison and Monroe remained concerned about the constitutionality of funding essentially local projects. Nonetheless, states encouraged private investment and constructed a network of toll roads and canals that linked the nation.

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Scoring Rubric

The question is worth 40 points. There are five scoring ranges.

36-40 points – Excellent

The student's answer must have a strong clear theses that identifies economic nationalism and makes an argument about how it developed after the War of 1812. Essays in this range should specifically the points listed above. Sophisticated answer will note the connection to Hamilton's program and simmering sectional differences. The essay should include high quality writing and logical patterns of organization in which the student uses all but one of the major points from the list above as evidence to support the thesis. The student's response must prioritize the evidence indicating which points are the most important. The answer may contain minor errors.

32-35 points – Very Good

The student's answer must have a thesis that identifies economic nationalism and makes an argument about how it developed after the War of 1812. The student may not recognize the connection between to earlier Federalist programs. The essay should be well written and demonstrate logical patterns of organization in which the student uses many of the points from the list above as evidence to support the thesis. The student's response should also demonstrate an attempt to prioritize the evidence. The answer may contain minor errors.

28-31 points – Adequate

The student's answer should attempt to make an argument although the thesis may not be clearly defined or may be flawed. Economic nationalism may be vaguely defined and the student may not clearly explain the economic changes that followed the war. The essay should include some of the points from the list above. The student's response may fail to prioritize the major points.

24-27 points – Flawed

The student's answer has serious weaknesses. The essay demonstrates little understanding economic nationalism or it development after the war. The thesis argument is weak or may not be clearly identifiable. The essay includes few of the points from the list above and fails to prioritize the points that are included.

20-23 points – Severely Flawed

The student's answer makes no attempt to identify economic nationalism or analyze its development after the war. The essay includes few, if any, of the points from the list above.

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